Mentor Professional Development

Becoming a skilled mentor requires time and intentional professional development. When a school or district is developing a mentor program, the development team must consider what the goals are for the program. After the goals are developed, determine what professional development will need to be provided to the mentors to attain the program goals and to further the mentor's skills.

Many publications are available that provide professional development curriculum or ideas. The CD Bibliography has a few cited.

Listed below are some key concepts and topic areas that a school or district may want to cover when providing professional development to the mentor. This is not an exhaustive list.

Overview of the Goals of Mentoring:
o Creating a vision of a quality teacher;
o Defining the mentor role;
o Identifying the protégé's needs;
o Understanding the phases of a new teacher;
o Building an effective mentor relationship;
o Differentiating support; and
o Assessing the protégé's level of practice.

<div align="center">Source: Davis, 2001, p. vi-vii.</div>

Roles of the Mentor:
o Facilitator, Coach, and Collaborator
o Trusted listener
o Resource person
o Problem solver
o Advocate

Mentoring skills
o Effective listening
o Facilitating reflective dialogue
o Classroom observation and feedback
o Confidentiality

Mentor Program Requirements
This is just a sample; actual requirements would depend on a school or district program.
o Program evaluation forms
o Observation requirements
o Topics of discussion
o Confidentiality of the mentor/protégé relationship

Other Information
o   Building a collaborative relationship with the protégé
o   Stages of teacher development
o   Understanding the continuum of beginning teacher support

Beginning teacher concerns
o   Classroom management and discipline
o   Time management
o   An overwhelming workload
o   Classroom instruction
o   Technology in the classroom
o   High-stakes accountability
o   Socio-cultural awareness and sensitivity
o   Student motivation
o   A solitary work environment
o   Relationships with parents and colleagues

Source: Jonson, 2002, p.39